

Available online: <http://jurnal.ustjogja.ac.id/index.php/ELP>

Journal of English Language and Pedagogy, 2 (1), 2019, pp. 1-7

Contextual teaching and learning approach to supplementary reading materials based on 2013 Curriculum

Titik Saryati¹, Yuyun Yulia^{2*}¹ SMP Negeri 1 Moyudan. Blendung, Sumbersari, Kec. Moyudan, Sleman, 55563, Indonesia² Universitas Sarjanawiyata Tamansiswa. Jalan Kusumanegara No.157, Yogyakarta 55165, Indonesia* Corresponding author. Email: yuyun.yulia@ustjogja.ac.id

Abstract

The objectives of this study are to (1) develop supplementary reading materials using Contextual Teaching and Learning Approach for students of SMP N 1 Moyudan and (2) describe the efficacy of the supplementary reading materials. This research belongs to Educational Research and Development (R&D) using a simplified six steps of (Gall, Gall, & Borg, 2003) model. The finding shows that the students learn English to achieve the 2013 curriculum learning objectives. The necessities of the teaching and learning English is to improve students' English skills so that they gain good score for the national examinations though students have less motivation to learn reading and they cannot learn independently. They cannot differentiate or understand WH-questions that is important in learning reading. The efficacy of this product helps students to improve their reading skill especially to understand the topic, the generic structure, the main idea, the grammar and the vocabulary used in the text. The supplementary reading materials as the product of this study provide additional learning resources for students.

Keywords: supplementary reading materials, teaching reading, contextual teaching and learning.

Introduction

English is a global language spoken in many countries as first, second or foreign language. It is taught in schools in almost every country including Indonesia. English as a foreign language and all at once as a compulsory subject, English should be learned by Junior high school students. The objectives of learning English are about four skills. They are reading, writing, listening, and speaking. Reading is one of the receptive skills where meaning is extracted from discourse. Students will get maximum benefit in both extensive and intensive reading. They are taught to read the second language with a direct apprehension of meaning, without a conscious effort to translate what they are reading. Reading is the most important activity in any language class, not only as a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Through reading skill, students can increase their understanding and knowledge of the language. In addition, reading is the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create an assessment of general language ability (Brown, 2004).

Every teaching and learning needs a textbook as a material. In improving the student reading skill, the teacher in SMP N 1 Moyudan used "When English Rings a Bell" (WERB) as a source of teaching and learning. It is a compulsory guidance book from the government that should be used in the teaching and learning process based on the 2013 curriculum. The reading material are not provided from the textbook. The indicators are not supported in the materials. The elements of language such as tenses, kinds of nouns, adverbs, and adjectives are needed to be well understood by the students as well. In fact, the activities from the materials available in the textbook are not insufficient. The textbook provides sufficient inputs which reinforces students understanding. Besides, the explanation of the language function is not always found

in the textbook in every chapter. The content of the book makes the students misspelling their test in the final semester. The content of the book consists of many simple activities and it is really different from the questions on their final semester examination. It also consists of many cartoon pictures like a book for elementary school.

To achieve reading skill, students need practices. They need to read plenty of examples of texts to develop their reading skills. Basic grammar can be mastered by junior high school students especially at the grade seventh students as stipulated in the Core Competence and Basic Competence in the 2013 curriculum. It can be noticed that the more thoroughly learners understand the grammatical system of the language, the more effectively they use in communication.

In the implementation of the 2013 curriculum, the government strongly suggests the integration of characters in teaching and learning and developing a thematic learning approach that benefits students' cognitive abilities. CTL is as one of the approaches which appropriate with the implementation of this curriculum. CTL approach is a learning concept that helps teachers relates learning materials taught with the real life that students face. This approach also encourages students to apply the knowledge that they have in the classroom to the real life where they belong to their society. A meaningful learning is an aim of conducting this approach. In other words, the learning process will go naturally with students learning and experiencing; learning is not meant by transferring knowledge from teachers to students. Thus, learning strategies are more maintained than the result itself.

From the preliminary observation, the students of seven grade in this government school are motivated to learn English, however, they have less willingness to find the meaning of new difficult words when they read. The researchers suggested CTL since it is an approach which suitable with their real life. It is a conception of teaching and learning that helps teachers in particular in relation to subject matter, and motivates students to make connection between knowledge and its applications to students life such as family members, citizen and workers. By learning in appropriate context, students are able to use the acquire knowledge and skills in applicable context.

For this reason, the researchers develop supplementary reading materials from WERB using contextual teaching and learning approach. These reading materials are developing in order to provide some variation of reading materials. It means that the developing materials are additional materials which can be alternative materials are a set of extra materials containing reading materials and activities to improve students' reading ability. It can be such as some supplementary reading materials which are challenging and useful for them.

Literature Review

Teaching Material

In developing the materials, the researchers develop the materials. Several principles are relevant to the development of materials for the teaching of languages as well as help the learners to feel at ease, confidence, useful, self-investment orientation (Tomlinson, 1998). Learners must be ready to acquire the points being taught, expose the learners to language in authentic use, the learners' attention should be drawn to linguistic features of the input, provide the learners with opportunities to use the target language to achieve communicative purposes, take into account that the positive effects of instruction are usually delayed, take into account that learners differ in learning styles, take into account that the learners differ in affective attitudes, permit a silent period at the beginning of instruction, maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, should not rely too much on controlled practice, provide opportunities for outcome feedback.

According to Cunningsworth (1995), four criteria are revealed to evaluate textbook. First, textbook corresponds to the need of the students, and matches the aims and objectives of the study. Second, textbook helps students to achieve their purpose. Third, textbook facilitates their learning process. The last is that textbook has a clear role to support the learning process.

Teaching Reading

Teaching becomes a process of assisting performance, rather than controlling and testing. Teaching can be defined as showing or helping someone to learn how to do something, providing with knowledge, causing, to know or understand. According to Tomlinson (1998), teaching can be direct (in that it transmits information overtly to the learners) or it can be indirect (in that it helps the learners to discover things for themselves). In the process of a teaching, teachers deliver the materials in order to let learners knowing what their learning experience. Creating reading condition is important in the process of teaching reading (Johnson, 2002). Making learners to get interested in books is the first tips he offered. Another tip is giving time for sustained silent reading. It means giving opportunities for the students to practice their reading. The silent reading is believed to be the best way for the students to practice their reading as they can comprehend text efficiently. It is, hence, not a prohibition for teachers to allow students choose their reading materials because it makes them more pleased to read with their own choice. They then need a social interaction to share what they have got from reading with others. Now, the successful of making students interest in reading depends on the teachers as reading condition-creators. Reading takes a big deal in cognitive energy when people struggle with sentences in a new language. They obtain a reason that getting a main idea of sentences or of paragraphs in text is hard to do. This idea sticks firmly in the foreign language students.

Contextual Teaching and Learning

There are seven principles of contextual teaching and learning that are useful to gain success in applying it (Johnson, 2002). They are constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic materials. Constructivism emphasizes the way students construct their own knowledge. It has five steps of learning: activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge. Inquiry is a principle that shows how learning is conducted by including the process of discovery that needs critical thinking. In this case, knowledge as the part of learning does not get by considering a number of facts but also from stimulating learning that allows the students to find their own material in the real context.

Questioning is one of the parts in teaching learning process. Students ask something because they want to know something that they do not know. They are curious to get the answer of their problem that is why they ask teachers. Contextual teaching and learning is conducted in group because its purpose is students sharing and discussing section without the intimacy of others. The other purpose is students can help others who need their help in positive way. Modeling is derived from the word “model”. Model means example. The component of modeling means teachers give example to the students if they find difficulties in real way, for example, English teachers give the example to pronounce certain words. Reflection is the ways of thinking about what the students have learned and thinking about what they have done in the past. In this case, teachers can do about the information that acquired in the action. It is important to have assessment for the teacher in order to check whether the students have learned the material or not. The assessment is done in authentic form in order to reduce the students do copy paste to the other friends’ work.

Regarding the characteristic of CTL, Johnson (2002, p. 24) mentions eight important components. First is making meaningful connection. The students can learn the materials that

make sense to them because the materials itself are gained based on their real life context. Second is doing significant work . The students could relate what the materials have gained in the school and also in the various contexts that still exist in real world. Third is self-regulated learning. The purpose of self-regulated learning is to create the students to have learning regularly in order they can get the knowledge as much as possible. It is done because the role of the students in contextual teaching and learning is to find their own material when they are learning. Fourth is collaborating which is derived from the word “collaborate”. It means that the characteristic of contextual teaching and learning is to do the group discussion, to have sharing session what they have known with the other friends. Fifth is critical and creative thinking. It stresses on how the students can think critically if they find problem in order to gain the best solution. Besides, they can be creative when there is task that needs creativity. Sixth is nurturing the individual. It stresses that the students still need the help of the other such as from adult people who mostly have more experience than the young. So, the students should respect the adult people. Seventh is reaching high standard . By relating high standard as the characteristics of contextual teaching and learning, it can motivate students to have more frequency of studying. The last is using authentic assessment which is useful in order to get the meaningful purposes.

Finding and Discussion

The Developing Supplementary Reading Material

The developing supplementary reading material was conducted based on 10 stages (Gall et al., 2003) that was adapted into 6 stages, while the designing materials was based on Nation & Macalister (2010). Followings are stages of designing supplementary:

Research and Information Collecting

Research and information collecting was conducted to get to know the goal, necessities, lacks, wants and evaluation of textbook. The purpose of this supplementary product was to fulfill students' need especially in reading materials. Based on this basic competence, the product was designed to fulfill students' need and also to achieve the basic and core competences in the K13. The English language learning aims to achieve the 2013 curriculum learning objectives and to improve students' English skills so that they can finish the exam from the education department and get good grades. The teacher taught reading in order to give students knowledge of language such as grammar and how they can understand the main idea or the purpose of the text. The teacher expected that the students understood the use of grammar in the text.

From the needs analysis, it could be indicated that the textbook provides insufficient information, for instance, the syllabus and lesson plan only presents the learning objectives of listening and speaking skill. Obstacles are revealed as well in the implemented curriculum. It is difficult to make students learning independently, while they think that learning English is a difficult. The students lack of focusing on their motivation to learn English, their activity, their reading interest and the obstacle of learning reading. Most students had lack of motivation to learn English in particular for them that have low ability of English. The students find questions difficult to answer.

The students have willingness to learn vocabulary by matching the translation of the words. While for teaching and learning grammar, they need to be explained the grammar before they create the text. The topics were explained in the beginning teaching and learning process. They like to get questions about the topic to stimulate the atmosphere of the topic. The students like doing exercise of the reading materials. They like to be given the example of doing exercise. The students like kinds of exercise of True or False, WH-questions, and multiple

choice. The students like doing exercise in a group. They also like doing reflection after teaching and learning process.

Planning and Drafting

The content and sequencing is presented as a course grid. It consists of unit, basic competence (KD), learning objectives, topic, type of text, vocabulary, and grammar. The format and presentation follows scientific approach and CTL.

Drafting Revision by Experts

The main revision is about content revision, language revision, and lay out. The content revision is for the part of learning objectives written in the product and the topic of the text. The learning objectives should be more complete. Before revision, the learning objectives are to understand the content of the text, the topic, type of text, vocabulary, grammar used, questions, and answer the questions. After revision, the learning objectives are to observe the paragraph of description, to understand the main idea of the description of people, to understand the purpose of description of people, to understand the generic structure of the text, to fill the blank of the paragraph, to describe people based on performance, to answer questions based on the information of the text, to describe the characteristics of people. the topic was about K-pop before revision. It was changed into the identity of family members after revision.

The language in activity 1 of observing activities has a grammar error. There is a grammar error of task one in "Let's Take A Look" phase. It was written "Pay attention to the picture and answer the questions about the picture". After revision it was revised into "Pay attention to the picture and answer the following questions". The lay out was revised into the more interesting picture and color.

Field Testing

Field testing is the activity to test the effectiveness of preliminary product in the classroom activity. The finding of field testing showed overall tasks in the preliminary product could be applied and understood by the students. All the learning objectives could be reached.

Revision After Field Testing

The revision is about the content, language and lay out, as follows:

Content revision

The expert stated the learning objectives consisted of learning activities before revision. It was revised into learning objectives in line with macro and micro skills from Brown (2004). They are to understand the content of personal identifying, to understand the topic, to identify the communicative purpose, to identify the main idea, to identify the specific information, to identify the structure of the text, and to identify the language features.

Language revision

The language revision is in the grammar revision in task 2. Before revision, the sentence in task 2 was "Please **math** the following pictures with their identity!". After revision, it was changed into "Please match the following pictures with their identity!"

Layout revision

The layout was changed into more colorful design.

Final Product

The final product was revised based on the feedback of the tryout and the expert's judgement. The appropriateness of the final product is as follows:

a. The appropriateness of the content

The developed materials are in accordance with the core and basic competence for grade 7 of junior high school. The materials cover the explanation of type of text, the explanation of grammar, the vocabulary and the grammar tasks.

b. The appropriateness of language

The language used in the instruction is appropriate with the students' cognitive development, clear and can be understood by the students, and appropriate with the rules of English.

c. The appropriateness of the presentation

The developed materials are in accordance with 2013 curriculum. The learning activities in the developed materials are systematically presented in accordance with scientific approach and CTL. The developed materials are completed with the learning objectives.

The Efficacy of the Product

The supplementary reading materials meet the needs analysis of the students of 7th grade in line with 2013 curriculum. The efficacy of the final product of the supplementary materials are appropriate with the criteria of good textbook. The content is accordance with the students. The topics are relevant needs analysis and the KD of 2013 curriculum. The steps to determine the topic are: from KD, it could determine what type of text, topic, vocabulary, and grammar. The materials cover the explanation of type of text and grammar that needed for reading and vocabulary that relevant with the topic of the unit. The language used in the instruction is appropriate with the students cognitive development. The format and presentation of the supplementary speaking materials accordance with the steps of scientific approach and CTL. It consists of 6 steps. They are 5 steps of scientific approach and one last step of CTL. The materials in this product could improve students' ability in reading skills. The activities inside of this product varied (individual, pair, group discussion, and the whole class activities) that made students easier to understand the materials.

Conclusion

Learning materials that were developed in this research fulfilled the criteria of R&D research proposed by (Gall et al., 2003) Borg and Gall. The English text book entitled "When English Rings a Bell" was developed for reading material which is line with the students' need and the core competence of 2013 curriculum. The developing of the supplementary reading materials based on the students' need and clear steps of scientific approach and CTL.

The supplementary materials consists of three Chapters. They are "It's me", "My Experience", and "My Favourite Things". The first Chapter with the title "It's Me" talks about the description of self identity and idol. The grammar is about pronoun, nominal and verbal sentence. The second Chapter with the title "My Experience" talks about life experience with type of text recount. The grammar of this chapter is simple past tense, regular and irregular verb. The third Chapter with the title "My Favourite Things" talks about thing around us. grammar is demonstrative pronoun and the type of text is description.

The efficacy of the supplementary reading materials help students to improve their reading skills especially in grammar and vocabularies. Based on the finding, field testing revealed overall asks in the preliminary product All the learning objectives could be reached, the supplementary reading material is appropriate for students. Furthermore, the supplementary reading materials as the product of this study provide additional learning resources for students.

Reference

- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman: Pearson Education, Inc.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Macmillan Heinemann.
- Gall, M., Gall, J. P., & Borg, W. R. D. (2003). *Educational Research: An Introduction* (7th ed.). Boston: Pearson Education Inc.
- Johnson, E. B. (2002). *Contextual Teaching and Learning*. California: Corwind Press, Inc.
- Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design*. New York & London: Routledge.
- Tomlinson, B. (1998). *Materials Development in Language Teaching*. New York: Cambridge University Press.